

## Report of the Fire Chief

*"working to improve the quality of life in our community"*

To the Honorable Board of Selectmen  
and the Citizens of the Town of Mashpee:

I am pleased to submit the Annual Report for the Mashpee Fire and Rescue Department for the year 1992 for your review. 1992 will be remembered as an extremely busy year, both administratively and operationally. On the administrative side, the department's Master Plan for Fire and Rescue Protection was reviewed and updated to reflect 'current day' figures. This resulted in a general revision of our future projected needs in the areas of management, fire prevention, facility needs and staffing requirements. With Mashpee's population expected to double by the year 2,000, we anticipate a corresponding increase in the activities of your Fire and Rescue Department. Meeting this increase in future demands will require creative and innovative thinking on the part of both Town administration and this department's management team. As Fire Chief, I am proud of the capabilities and accomplishments of this department's employees, and can insure you that they are up to the challenge.

### Public Education and Fire Prevention

The number one priority of this department is to prevent the needless injuries, suffering and property loss caused by fires, accidents, and related incidents. In this regard, we maintain an extremely active educational program aimed at preventing these incidents before they occur, or at reducing their severity. During 1992, a total of six classes on cardiopulmonary resuscitation (CPR) were conducted for our citizens. Other classes held in conjunction with our school system insured that all of our teachers have up-to-date training in CPR techniques. This department is extremely grateful to Mr. Ben Gordon for the generous donation of CPR training mannequins that allow this program to be offered with 'state of the art' equipment.

With Deputy Chief George Baker serving as the sparkplug, this department was able to launch a "Safe Kids Program" during the summer of 1992. Working with Dean Driscoll of the Leisure Services Department, this innovative program enlisted help from Mashpee Commons, Mashpee Family Medicine Clinic, and the Mashpee Police Department, over 250 children visited displays and received information on child safety. Participants included the U.S. Coast Guard, Keep Cape Cod Alive, Arts' Bike Shop, and Fire and Rescue Department personnel.



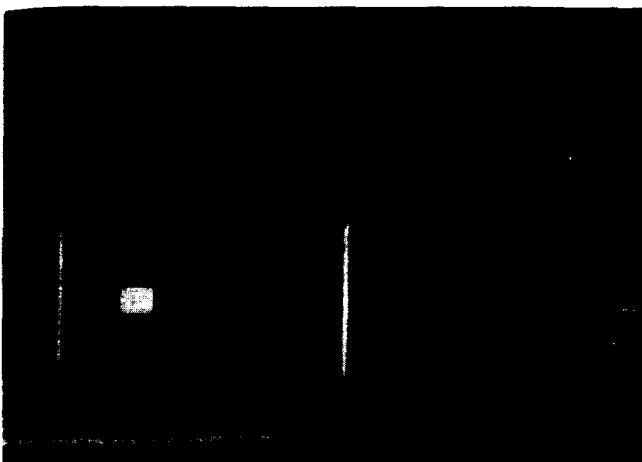
*Mashpee Firefighters introduced our school children to the "friendly monster" during 1992.*

In the area of code enforcement, our department continues to maintain and improve its 'proactive' approach to fire inspections and prefire planning. A total of 653 enforcement inspections were completed in 1992, as mandated by Commonwealth regulation and local By-Law. In addition, 135 preplanning inspections were completed in order to insure that our planning documents were up-to-date.

Completing our proactive approach, Deputy Chief Baker and I have been heavily involved at the estate level working to encourage legislation that would support the installation of residential sprinkler systems. Using "state of the art" technology, residential sprinkler systems would not only guarantee the fire safety of our citizens in their homes, but would reduce the increase in funding required to meet a corresponding increase in demand for fire protection services in the future.

### Operations

During 1992, the number of fire and medical emergencies in Mashpee continued to increase in both number and severity. The number of serious fires in Town increased 38% over 1991, while the total dollar fire loss increased a whopping 358% over the previous years' total. Several private homes that suffered fires during the past year were discovered to lack operating smoke detectors. In this regard, we were fortunate that no lives were lost given the number and severity of the incidents. Please insure that your homes have at least one properly operating smoke detector on each floor. If you are unsure of where to place smoke detectors or are unable to afford them, please contact the Fire and Rescue Department at 539-1454 and we will gladly place and install them for you at no charge.



*Mashpee Firefighters, assisted by mutual aid departments, apply heavy caliber streams during fire at former Pickwick's restaurant in March 1992.*

A listing of some of the operational services provided by your Fire and Rescue Department is noted below. An in-depth analysis of emergency responses during 1992 is also included as an addendum to this report.

#### **Operational Services Provided During 1992**

Blood Pressure Check (in house)	459
Burning Permits Issued	394
Certificate of Compliance (smoke detectors)	311
Commercial Building Inspections	60
CPR Classes Offered	6
Emergency Responses	1,469
Flammable Storage Inspections	12
Oil Burner Inspections	85
Preplanning Inspections	135
Propane Tank Inspections	225
Public Education Classes	16
Sprinkler System Inspections	4
Underground Storage Tank Inspections & Removals	28

#### **Total Operational Service Requests**

**Answered During 1992: 3,204**

This total represents an 18% increase in service as compared to 1991.

#### **Training and Education**

The most important vehicle used to insure the readiness and effectiveness of a fire/rescue organization is the presence of a viable program for the education and training of personnel. The Mashpee Fire and Rescue Department provides comprehensive training in the following areas: entrance or recruit level, specialist development (paramedic, hazardous materials specialist, arson investigation, etc.), in-service skills development and refresher training, officer and supervisory skills development, and administrative level. All members are required training on a regular basis, both in individual

skills development and as a part of a cohesive team. The results of an effective training program show up on the emergency scene through smooth, safe and effective operations designed to meet the strategic goals as established by the on-scene incident commander.



*Mashpee Firefighters training on structural Firefighting operations at the Barnstable County Fire Training Facility during 1992.*

Today's fire and rescue service deal with situations that are becoming increasingly complex due to technological advances in our society. To meet this challenge, the department's personnel spent over 2,800 hours in training programs designed to develop new skills and sharpen those that currently exist. As in the past, our members took liberal advantage of the excellent programs offered through the National Fire Academy/FEMA. Classes, tuition, and travel expenses are offered free of charge to qualified supervisory personnel who meet the stringent admission guidelines as established by the Fire Academy for each program of study. A total of seven members of our organization met these requirements and completed resident classes during the past year, for a total of 560 hours of training.

In the area of emergency medical services, mandatory training alone requires over 480 hours per year (total) to complete. In addition, our personnel completed many additional programs of study, much of it on their own time and at their own expense. To help meet an increasing need for advanced life support services, two of our members (Jack Phelan and Nicole Stanley) began classes in September that will ultimately lead to their becoming certified as paramedics during 1993. Their certifications should help to insure the increased availability of paramedics on a permanent basis.

## Personnel

As Fire Chief, I take great pride in the capabilities and accomplishments of our personnel who give so willingly of their time and talents for the people of Mashpee. One example of this dedication occurred in September when the Mashpee Professional Firefighters Association donated over \$13,000. to the Muscular Dystrophy Drive to help support 'Jerry's Kids'. These funds have been raised through an annual golf tournament, fund drives, and 'Fill the Boot' activities. For the third straight year, Mashpee's firefighters led all other departments on Cape Cod in both the size and total amount of their per capita donation to MD.

Another example of this dedication was the generous donation of their time provided to help support Mashpee's annual concert and fireworks show in Mashpee Commons during the month of August. By providing their services during this event free of charge, the Fireworks Committee was able to save over \$750. in funds badly needed to sponsor the event.

Following many months of study and a comprehensive promotional process that included both a written exam and a multi-station assessment center, Lieutenant Geoffrey Willis was formally promoted to his present position in November. Several other members also completed all promotional requirements and were placed on a promotional eligibility list.



*Mashpee Firefighters, assisted by mutual aid companies, conduct overhaul operations following extinguishment of a structure fire on Great Neck Road North during 1992.*

Probably the high point of the year in the area of personnel came with the formal recognition and citations awarded to six members of the department. The department provides 'Stars of Valor' and 'Stars of Merit' to those members who distinguish themselves and their organization above and beyond the requirements of their positions in the areas of emergency scene and non-emergency operation. In this regard, the following members received the Star of Valor for actions during emergency operations: Firefighter-Paramedics Jurgen Atema and Glen Milliken, and Firefighter-EMT Steve Cashman. The following members received Stars of Merit for exemplary performance of their duties: Lieutenants Sheldon Hamblin and Richard Martini, and Firefighter-Paramedic Mike Evaul. The citizens of Mashpee can be justifiably proud of these members for providing services to our community that truly represents the definition "above and beyond the call of duty".

## Conclusions

In closing, I wish to thank the voters of Mashpee for their continued support of the Mashpee Fire and Rescue Department. You may rest assured that we will continue to provide the best in both emergency and non-emergency services in the most cost efficient manner possible in the future.

Finally, I dedicate the 1992 Annual Report to the members of the Department Management Team. The exceptional efforts exhibited by the members of this organization provides me the expertise necessary to properly manage the department, and helps in the development of our vision for the future.

Respectfully submitted,

Robert L. Ridgeway  
*Fire Chief*

Situation Type Summary "1992 Year to Date totals"

	Situation Type	Dollar Loss	#of Inc.	F.S Inj.	Civ. Inj.	F.S. Death	Civ. Death
11	Structure Fire	\$747610	47	3	3	0	0
12	Outside of Structure Fire	\$100	1	0	0	0	0
13	Vehicle Fire	\$77900	11	0	0	0	0
14	Trees, Brush, Grass Fire	\$1100	38	0	0	0	0
15	Refuse Fire		5	0	0	0	0
16	Explosion, No After-Fire		1	0	0	0	0
17	Outside Spill, Leak w Fire	\$300	2	0	0	0	0
22	Air, Gas Rupture		4	0	0	0	0
29	Overpressure, Not Classified		3	0	0	0	0
32	Emergency Medical Call		973	4	0	0	0
33	Lock-in		1	0	0	0	0
34	Search		2	0	0	0	0
35	Extrication		1	0	0	0	0
39	Rescue, EMS Call Not Classified		3	0	0	0	0
41	Spill, Leak w/No Ignition		10	0	0	0	0
43	Excessive Heat		2	0	0	0	0
44	Power Line Down		2	0	0	0	0
45	Arcing, Shorted Electrical		8	0	0	0	0
46	Aircraft Standby		1	0	0	0	0
47	Chemical Emergency		4	0	0	0	0
49	Haz Condition, Not Classified		10	0	0	0	0
51	Lock-out		18	0	0	0	0
52	Water Evacuation		13	0	0	0	0
53	Smoke, Odor Removal		1	0	0	0	0
54	Animal Rescue		2	0	0	0	0
55	Assist Police		1	0	0	0	0
56	Unauthorized Burning		8	0	0	0	0
57	Cover Assign, Standby at		5	0	0	0	0
59	Service Call, Not Classified		35	0	0	0	0
60	Good Intent Insuf Info		2	0	0	0	0
61	Smoke Scare		16	0	0	0	0
63	Controlled Burning		8	0	0	0	0
69	Good Intent Call Not Classified		46	0	0	0	0
71	Malicious False Call		6	0	0	0	0
73	System Malfunction		132	0	0	0	0
74	Unintentional		46	0	0	0	0
79	False Call Not Classified		1	0	0	0	0
	Total for all Incidents	\$827010	1469	7	3	0	0

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## Report of the Harbormaster Department

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After being selected as your Harbormaster in May of 1992, I set out to review the strengths and weaknesses of the Department and quickly determined that the mooring system deserved the highest priority. There were dozens of people waiting for space to moor their boats and being denied the privilege. The mooring list was crowded with misinformation leading us to believe that there was almost 1000 moorings while income and inspection soon disproved this. Because of this false data a moratorium had been placed on the issuing of new mooring permits.

With the help of my Assistant Harbormasters, I conducted a visual count and inspections of the moorings in all the waters of the town and was then able to start making correctons in my data base. Meanwhile, I went after and collected approximately \$6,000 in unpaid mooring fees. This was followed by the removal of approximately 60 moorings that were illegal for one reason or another. In short, these efforts resulted in the lifting of the moratorium and produced an accurate data base for future use.

The next priority was to provide as much patrol coverage as possible with a very limited paid staff. Without the help of my unpaid assistants it would have been impossible to provide the coverage as well as I did. By improved scheduling, I hope to increase the coverage of the waterways. Hundreds of "stops" were made during the course of the season with the major emphasis being on boat inspection and instruction in boating safety. By the end of the season, I was able to bring some relief from the early morning engine noises on Mashpee/Wakeby Pond by working closely with the fishing tournament participants, and will expect further improvement this season.

Major breakdowns of some of the equipment predicts replacement in the not to distant future. The Harbormaster Department is responsible for the placement of approximately 80 Aids to Navigation and hopes to embark on a program of improvement to these aids.

No report can be complete without commenting on the wonderful cooperation that I have received from the Selectmen's office and from the Waterways Commission. A special thanks to all of the unsung heroes that we call Assistant Harbormasters.

Respectfully submitted,

Hank Madden  
*Harbormaster (Temp)*

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## Report of the Shellfish Department

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To the Honorable Board of Selectmen  
and the Citizens of the Town of Mashpee:

In 1992, progress was made toward revitalization of the shellfishery through increased propagation and protection efforts. The return to a full-time, year-round Shellfish Constable allowed more time for patrolling to protect the shellfish beds from illegal fishing. Computerization of the Shellfish Department improved efficiency in the office.

The new shellfish and water quality laboratory was set up at the end of the year. The monitoring program will begin next year. This will provide a greater margin of safety for protection of the public health. When coliform bacteria counts are low, the data can be used to minimize precautionary shellfish bed closures ordered by the Massachusetts Division of Marine Fisheries. After the December storm, all of the towns on Cape Cod were closed to shellfishing until the state tested the waters. Fortunately, Mashpee waters were clean and opened after a couple of days.

Waquoit Bay and adjacent Mashpee waters remained clean and productive. There were natural sets of seed quahogs and soft-shell clams in several areas. Scallop season was very disappointing a the commercial level, but non-commercial scallopers were able to get their limit for several days. The scallops congregated at the mouth of the Moonakis River. More than 150 Falmouth and Mashpee scallopers were dip netting there on opening day, but the numbers decreased rapidly over the following days. There is a potential for future large increases in the scallop population in Waquoit Bay.

In the Popponesset Bay area, the Mashpee River above Orsini Beach, and Shoestring Bay above Simon's Narrows remained permanently closed due to high fecal coliform bacteria counts. At times, the closure extended all the way down to Punkhorn point. There were natural sets of quahogs and soft-shell clams in Popponesset Bay and adjacent waters, but no scallops to speak of.

Quahogs and soft-shell clams were the most abundant shellfish. There were very few oysters anywhere in town, and this situation will probably continue. Oyster permits were not issued. It is not worth spending propagation funds on oysters because they can be killed by any of a number of oyster diseases. The disease problem has been a major factor in the decline of oyster populations in many areas.

The propagation program was increased by ordering more hatchery produced small (3 millimeter) quahog

seed, and constructing more screen-covered nursery trays to grow them to a larger size before planting. Of the 550,000 quahog seed placed in the sand-filled trays, 179,000 (33%) grew to a size of 5 to 20mm before planting in the fall. One problem was predation by crabs that grew in the trays after getting through the screen covers at a small size. They burrowed into the sand and were not visible during routine cleaning of the screens. The trays were located on the bottom in Great River and Popponesset Bay. The seed was planted in Great River, Little River, and Popponesset Bay. Next year, improvements in the system should result in a higher percentage of seed growing to planting size. The trays will be periodically raised above the water so that the predators can be removed.

Propagation Program: 179,000 quahog seed planted.

Shellfish Permits Issued:	680
Resident/Taxpayer	400
Senior Citizen	247
Non-Resident/Taxpayer	18
Commercial	15

The accomplishments this year would not have been possible without the assistance and guidance of the Shellfish Commission. The Conservation and Waterways Commissions also contributed. Thank you and the People of the Town of Mashpee for supporting the protection of our valuable natural resources.

Respectfully submitted,

Richard H. York, Jr.  
*Shellfish Constable*

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## Report of the Design Review Committee

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To the Honorable Board of Selectmen  
and the Citizens of the Town of Mashpee:

The Design Review Committee meets twice a month on the second and third Wednesday of the month at 6:30 p.m. in the conference room of the Town Hall. Members consist of Anthony Ferragamo (Chairman), Michael Makunas, and Steven Vantol. William Hauck (Building Inspector) sits as advisor.

Respectfully submitted,

William F. Hauck  
*Building Inspector*

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## Report of the Building Department

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To the Honorable Board of Selectmen  
and the Citizens of the Town of Mashpee:

The following are the number of permits issued and amounts collected.

Building permits	483	\$67,341.00
Wire permits	437	15,885.00
Plumbing permits	524	32,289.00
Gas permits	466	14,499.00
Alarm permits	156	3,900.00
Wood Stove permits	21	210.00
Sign permits	10	350.00
Plan Review	5	250.00
Sealer of Weights	19	1,056.00
Reinspections	5	155.00
Certificate of Inspections	13	590.00
Totals	2,139	\$136,525.00

Types of Constructions and the estimated costs:

Single Family	147	\$10,333,400
Additions/Alterations	145	2,063,070
Garages	20	244,300
Sheds	29	57,850
Pools	11	173,100
Docks	7	39,000
School Addition	1	1,350,000
Demolitions	6	
Totals	366	\$14,260,720

Office hours are from 8:00 a.m. to 4:00 p.m. Monday thru Friday. The office closes between 12:00 and 12:30 for lunch. The Building Inspector may be reached between the hours of 8:00-10:00 and 3:00-4:00.

Respectfully submitted,

William F. Hauck  
*Building Inspector*

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**Report of the  
Inspector of Wires**

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To the Honorable Board of Selectmen  
and the Citizens of the Town of Mashpee:

I herewith submit my annual report for the year ending  
December 31, 1992.

Electrical permits issued	437	\$15,885.00
Smoke Alarm permits issued	156	3,900.00
Total permits and fees	593	\$19,785.00

I wish to thank all the Town Officials and personnel of  
the various Town Departments, the Commonwealth  
Electric Company and Electrical Contractors for their  
cooperation during the past year.

Respectfully submitted,

John E. Newton  
*Inspector of Wires*

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**Report of the  
Plumbing/Gas Inspector**

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To the Honorable Board of Selectmen  
and the Citizens of the Town of Mashpee:

Herewith is my annual report for the year ending  
December 31, 1992.

Plumbing permits issued	524	\$32,289.00
Gas permits issued	466	14,499.00
Total permits and fees	990	\$46,788.00

Applications may be taken out by a licensed plumber  
or gas fitter at the Inspections Department, Monday  
through Friday from 8:00 a.m. to 4:00 p.m.

Respectfully submitted,

Leo P. Jolly, Jr.  
*Registered Master Plumber 8204  
Mashpee Plumbing and Gas Inspector*

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**Report of the  
Animal Control Officer**

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To the Honorable Board of Selectmen,  
Chief of Police Frye and the  
Citizens of the Town of Mashpee:

It is with a great deal of pleasure that I submit my  
seventh annual report to the community. During the  
period of January 1, 1992 through December 31, 1992 the  
following services were provided by this department.

59	dead animal and birds removed
137	lost animal reports recorded
65	dogs removed to the shelter
77	wild animals removed from domestic locations
13,651	miles covered
19	dog bites investigated
14	injured animals and birds treated
21	animals surrendered to the Town
26	citations issued
1	show cause hearing held
47	barking complaints investigated
7	horse barns inspected

The two major annual departmental programs were  
completed. The January rabies and licensing clinic  
resulted in one hundred and fifty-eight dogs being  
licensed and the department provided the Town's second,  
third, and fourth grade school children with an animal  
safety program.

The department's most unusual 1992 event involved a  
female peacock that appeared on Old Barnstable Rd. It  
was ultimately relocated to Bassett's Wild Animal Farm.  
I again had the opportunity to appear as a guest on the  
local cablevision show, Mashpee Today.

At this time I would like to thank all the Town's  
boards, committees, departments, and personnel for  
their continued support of this department.

Respectfully submitted,

June M. Daley  
*Animal Control Officer*

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## Report of the Board of Appeals

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To the Honorable Board of Selectmen  
and the Citizens of the Town of Mashpee:

The Board of Appeals is appointed by the Selectmen and consists of three sitting members plus Associate Members as appointed from time to time. The Board acts under the authority of Chapter 40A and 40B of the Massachusetts General Laws and the Zoning By-laws of the Town of Mashpee. Specifically, the Board of Appeals has the following powers:

1. To hear and decide Appeals of Decisions of the Building Inspector (or Zoning Enforcement Officer, if so designated) by any person aggrieved by reason of his or her inability to obtain a permit or enforcement actions.
2. To hear and decide applications for Special Permits upon which the Board is empowered to act under the Town By-laws.
3. To hear and decide petitions for Variances as set forth under State statute and Town By-laws.
4. To hear and decide petitions for Comprehensive Permits relative to low and moderate income housing as set forth by Chapter 40B of the Massachusetts General Laws.

A unanimous vote of the three sitting Board members is required for grant of a Special Permit or Variance under Chapter 40A.

In the Spring of 1992 William J. Hanrahan and Cheryl A. Hawver resigned as regular members of the Board. Associate Members John J. Friel and Edward M. Govoni were appointed to replace them. Ms. Hawver will continue as an Associate Member. Both Mr. Hanrahan and Ms. Hawver have been valued Members of the Board and have given many years of dedicated service to the Town.

In April the Board welcomed Arnold D. Mindick and Jamie Regan who were also appointed Associate Members.

The Board would like to thank the Board of Selectmen for their decision to move the Board of Appeals office from the Selectmen's Meeting Room to Conference Room 2. The improved facilities have contributed to the increased efficiency of the office and improved service to the citizens of Mashpee. The Board also appreciates the cooperation of the Assessor's Office in implementing our recommendation to include Special Permit and Variance information on the Assessor's computer records. The

work of the Board could not be accomplished without the cooperation and input from many of the Town Boards, agents and departments.

A total of 93 new applications were heard by the Board of Appeals in calendar year 1992. The Board collected \$12,452.00 in application and abutters fees in 1992.

Meetings of the Board of Appeals are normally held on the second and fourth Wednesday of each month at 7:30 p.m. at the Town Hall. The Board of Appeals meetings are always open to the public.

Respectfully submitted,

John J. Friel, *Chairman*  
Michael A. Makunas, *Vice Chairman*  
Edward M. Govoni, *Clerk*  
Cheryl A. Hawver, *Associate Member*  
Arnold D. Mindick, *Associate Member*  
Jamie Regan, *Associate Member*  
Elinor K. Walsh, *Board Secretary*

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## Report of the Planning Department

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To the Honorable Board of Selectmen  
and the Citizens of the Town of Mashpee:

I am very pleased to submit to the Board of Selectmen and to the good people of Mashpee my ninth Annual Report as your Town Planner. Although reduced staffing continues to limit our ability to accomplish all that needs to be done, there is much to report for 1992.

The first quarter saw the initiation of work on our Local Comprehensive Plan, for which funding was approved by the Cape Cod Commission in December, 1991. Although we were without a secretary, volunteer Shirley Ahlgren provided much-appreciated assistance in keeping the Department on track until March 9, when Myra Suchenicz began work as our new Administrative Secretary. Myra's strong computer background has brought a new dimension to the Department which has served us well in the development of our computerized database and Geographic Information System.

The major project for the second quarter was the development, distribution and analysis of a public opinion survey as the first step in our Comprehensive Plan process. Surveys were distributed at the May Town Meeting and elections, through students at our public schools, in the *Mashpee Messenger* and at the sticker office operated by the Town Clerk. Results of the survey



were tabulated separately for each distribution route using a computer application developed by Ms. Suchenicz and with the volunteer assistance of Mrs. Ahlgren and Ed Baker. We were very pleased that 633 residents took the time to complete the lengthy survey, which will be a major input to development of a "vision statement" for the Town and goals, objectives and policies for the Comprehensive Plan.

Survey results were released at a series of "issues forums" held during the third quarter to solicit additional direct public input on the topics to be covered by the plan. Many residents and public officials participated in the forums, which resulted in some lively discussions and excellent ideas on the issues.

During the fourth quarter, staff time was diverted from the Comprehensive Plan to participation in an Educational Facilities Needs Committee established by the Selectmen and to participation in Cape Cod Commission review of the "151 North Market Street" commercial development. However, the Needs Committee work required the development of 20-year and "buildout" projections of housing, population and students by grade which will be important data for the Comprehensive Plan. It is hoped that the Committee's recommendations will also be valuable to the Capital Facilities element of the Plan.

During the upcoming year we hope to get back on schedule and complete major portions of the Comprehensive Plan. Subcommittee meetings and public hearings to establish goals, objectives and policies and develop draft plan elements should begin early in the year. Consultant work to be funded by the Cape Cod Commission should be under way by summer. Planning Board hearings on the plan are scheduled to occur late in the year. Throughout the process, we intend to keep you fully informed of our progress and continue to solicit your advice and opinions. Mashpee is your town and you all have a right and responsibility to plot its future course. For my part, I pledge to continue to do all I can to help in that effort and, as always, I sincerely appreciate the encouragement and support you have given me.

Respectfully submitted,

F. Thomas Fudala  
Town Planner

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## Report of the

# Mashpee Public Library

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To the Honorable Board of Selectmen  
and the Citizens of the Town of Mashpee:

I am pleased to report that the Mashpee Public Library has just completed its most successful year to date. Circulation for the year totalled 58,233 items. This was an 11% increase over the 1991 circulation. The number of registered borrowers increased to 8,781; an increase of 988 new library patrons. During the year, 44,383 library patrons made use of the library's services.

The major focus within the library was preparing for the upcoming automated circulation system, CLAMS. The library owns about 16,000 volumes which need to be entered into the CLAMS data base and each item must be barcoded to be tracked by the new system. Many hours have been spent removing out-dated and worn materials from the collection and barcoding the items remaining. Thus far, about 45% of the collection has been barcoded. The library expects to have at least 75% in by May of 1993. At that point, the switch will be made from manual circulation to the CLAMS system.

Beginning in March, patrons will begin receiving new CLAMS library cards. All patrons must be re-registered on the new system. The CLAMS cards will be honored in all twenty public libraries which are CLAMS members. Brochures showing the location of all member libraries and explaining the new system are available at the library.

The library was honored to be selected to co-host a reading and discussion series for the Massachusetts Foundation for the Humanities. Over sixty libraries applied as hosts sites and eighteen were chosen. The topic of the series is *Different People, Different Places: Native Americans, Europeans and the Environments They Created*. The Humanities Foundations provides all reading material used in the series and several humanities scholars who will lead discussions of the reading material.

During the year, three sessions of story hours were held for preschool children. These sessions ran in six week segments and included a variety of stories and simple craft projects. A summer story hour for elementary school aged children was based on the theme of dinosaurs. This program was a co-operative effort between the library and the leisure services department.

An adult book discussion series began in October. Fifteen people registered and participated in a monthly discussion of a book selected by the group. Some of the authors read and discussed were Nadine Gordimer, Gloria Steinem and Amy Tan. This popular program will continue in 1993.

The Friends of the Library continued their support of the library. A fashion show was held at the Popponesett Inn in June and the monthly booksale was held except for the holiday weekends in July and September. Proceeds from these events provided the new CLAMS library cards, bookmarks and floor mats behind the circulation desk. The library also received gifts from new Seabury Corporation, the New Seabury Women's Club and from individual patrons.

Many thanks to the many volunteers who continue to assist with the operation of the library. Volunteers worked on the circulation desk, told stories, filed cards, typed, processed new books and assisted in numerous other tasks.

Respectfully submitted,

Helene B. DeFoe  
Library Director

## Report of the Board of Health

To the Honorable Board of Selectmen  
and the Citizens of the Town of Mashpee:

We, the Board of Health, respectfully submit our annual report for the calendar year 1992.

During 1992 the Town shipped 5786 tons of trash to SEMASS compared to 5720 tons in 1991, a slight increase of only 66 tons. When considering that the Town's population increased by 539 people (to 10,583) over the same period, this speaks very well for all our recycling efforts and the residents' participation. The recycling commodities breakdown was as follows:

Newsprint	68	tons
Office Paper	6	tons
Glass	24	tons
Plastics	4	tons
Cans & White Goods	236	tons
Waste Oil (950 gals.)	2.5	tons
Tires (1160)	11.5	tons
Leaves 2100 cu. yds.	420	tons
Brush 5860 cu. yds.	1515	tons
Totals:	2287	tons

This amounts to 27.6% of our total waste stream and would have cost \$91,480 to dispose of at SEMASS. Again, congratulations and let's keep up the good work!

Revenues generated by the Board of Health 1991 & 1992:

Permit:	1991	1992
Perc Tests & Extensions	\$6,375	\$10,600
Septic Permits (New & Repair)	8,515	15,400
Well Permits	2,775	2,975
Installers Licenses	9,400	5,900
Trailer Parks	19,510	18,942
Pool Permits	2,500	2,600
Inns/Motels	600	600
Food Establishments	8,755	10,330
Stables	180	135
Pesticide Applicators	520	430
Misc.	197	673
<b>Sub-Total</b>	<b>\$59,327</b>	<b>\$68,585</b>

	1991	1992
Trash Revenues Excl.		
Residential Stickers	157,788	148,595
Residential Stickers	92,935	98,600
<b>Total B.O.H. Revenues</b>		
<b>Excl. Res. Stickers</b>	<b>\$217,115</b>	<b>\$217,180</b>

Once again, the Board of Health appreciates and commends our Town Clerk and her staff for the issuance of over 3000 residential transfer station stickers.

We also wish to commend S. Joseph DiMaggio and his staff for their outstanding work as operators of the transfer station and monitoring the recycling operation. It was pleasing to note that of all municipal services, the transfer station operation ranked number 1 out of 16 in a recent opinion poll and that the trash budget and Board of Health budget ranked #1 and #2 in spending priorities in the same survey.

Other Board of Health services during 1992 (compared to 1991) include:

Type:	1991	1992
Perc Tests	113	221
Site Visits	62	85
Voc Water Samples	52	72
Surface Water Samples	60	60
General Plan Review	22	16
Septic Plan Review	143	248
Septic Inspections	77	169
Pool Inspections	58	65
Food Inspections	152	196
Housing Inspections	72	73
Emergency Calls	15	17
Complaint Investigations	128	118

Our consulting engineers, Weston & Sampson, of Peabody Mass. have completed the Feasibility Study for a regional septage treatment facility together with the Town of Sandwich to be located adjacent to the new wastewater treatment plant at the Massachusetts Military Reservation. The study concludes that indeed from an economic standpoint this regional approach is feasible. The Boards of Selectmen from both towns have endorsed this solution to our common septage disposal problems. The recommendations of the study have been presented to the MMR and a favorable response has been received. In fact, the Pentagon has already approved the funding necessary to slightly redesign the Otis Wastewater treatment plant in order that the proposed Mashpee/Sandwich septage pre-treatment plant may connect to it.

Negotiations continue with the Department of Environmental Protection and Weston & Sampson with regard to the hydrogeologic work associated with the closure plan of the landfill. We anticipate actual field work to begin this Summer.

We wish to acknowledge the assistance of the Barnstable County Department of Health, Human Services and the Environmental particularly in the areas of ground and surface water sampling and analysis.

In conclusion, the Board of Health wishes to reassure the Town of Mashpee that it will continue to make every effort to safeguard the public health of all its residents.

On behalf of myself, Stephen J. Greelish, Steven R. Ball, Co-Chairman and John T. Doherty, Clerk, we wish to acknowledge the diligence and commitment of our staff. We also wish to thank-you, the citizens of Mashpee for your continued support.

Respectfully submitted,

Stephen J. Greelish  
*Chairman*

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## Report of the School Department

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To the Mashpee School Committee  
and the Citizens of the Town of Mashpee:

Again this year, our school system continued to expand. Seventy nine additional students were enrolled in grades K-8. To accommodate additional students, the School Building Committee, on Friday, November 13, 1992, broke ground for a 15-room addition to the Middle School. These additional classrooms are expected to be completed by the summer of 1993. The Mashpee School System is not alone in growth. All contiguous school systems in the Upper Cape area have been impacted in a similar manner.

Earlier this year, the Falmouth School Committee notified the Mashpee School Committee that the last freshmen class will enter Falmouth High School in September 1995. **In November of this year, the School Committee formally requested of the Board of Selectmen a new Junior/Senior High School large enough to accommodate 1,000 students be constructed and scheduled to open in September 1996.**

Enrollments for the Kenneth C. Coombs School were at the 560 pupil level. Student increases at the lower grades have been substantial. During the month of September, we added an additional first grade class to keep instructional numbers at a sound level. Within each class, children are taught reading, mathematics, science, social studies and language. Groups within each subject area are arranged to expose the children to a variety of instructional strategies. Our academic program continues to be supported by a strong and active music, computer science, physical education, art and science lab schedule. Many of these specialist areas are supplemented by extra-curricular offerings.

The PTA and local organizations with an interest in providing students in grades 1-4 with a cultural arts experience have enabled us to bring the National Marionette Theatre's Pinocchio show to entertain our youngsters and give them a view of the art of puppetry. Storyteller Jo-Ann Wagh did a hands-on workshop with our grade one students. Author Yoko Watkins discussed her novel, read by our Grade Four children. The Bamidele Drummers and Dancers involved our entire student population in an exciting array of dances. Valerie Stephens conducted long-term residencies for Grades Two and Three, teaching African-American and Native American folklore. Class presentations were the culminating activities for both projects.

Our elementary science in education was again bolstered by the participation in Project Life and the Beachcomber programs. A number of classes studied a "Seasons and Cycles" unit, sponsored by Bridgewater State College and Southeastern Massachusetts Educational Partnership. Our third and fourth grades both participated in the Future Problem Solving program. A playground helpers group, which provided support and training in organizing outside athletic endeavors, was initiated. Our Grade Four pupils engaged in an audiovisual group. We began a journalism club resulting in three well-published students newspapers. Former reporter, Mary Clare Dinizio, delivered some excellent training in the basic skills of journalism.

As in past years, we drew on local resources such as ComElectric, the Thornton Burgess Society, Heritage Plantation, the Animal Control Department, the MSPCA and the Mashpee Historical Society to strengthen the understanding of these elements of our community.

The third grade staff activity enlarged the Mashpee and Cape units of study by inviting in many local officials to give relevant meaning to the workings of town government. Ernestine Gray from the Historical Society contributed a substantial amount of time, energy and experience to enhance the geographical and historical perspectives of Mashpee. Again, we had a successful Career Day, an expanded and enriching Grandparents and Special Friends Day for Grade One, several beautifully executed concerts (Winter Holiday and Earth Day), a rewarding Handicap Awareness Week, and a meeting of pen pals from the Walpole School System with a number of our second grade classes.

As a system, we moved to a new mathematics series, end of the year curriculum tests in science, social studies and mathematics, and an effort to further integrate many of our Special Education students into the instructional mainstream. Many of our staff have or will be receiving training to integrate areas of science and mathematics. Our Chapter I Great Books and math enrichment programs all continued at an effective level during the past year. Mashpee was pleased to host the College Gate program in the summer of 1991 for grades kindergarten through three. As a result of a number of fundraising efforts, we were able to continue a full program of field trips for each grade.

The enrollment at the Middle School was 572 students in grades K and 5-8; and the enrollment at the end of the year was 595 students which equates to an increase of 23 students. This year marks the third year of our program to organize our classrooms into a grade level team concept. The 5th and 6th grade academic teams are in place with the hope that, with additional staff, the 7th and 8th grade teams will be functioning in the fall of 1992. This concept allows the students and teachers to interact

in "a school within a school" which provides for flexible scheduling, grade level educational activities, coordination of homework, and testing, and grade level identity. We continue to be impressed with the positive reaction of the students and parents to this concept and the faculty's performance to meet the expectations established.

The continued superior performance of our students involving both in-school activities and activities with other Middle Schools should be mentioned. Our athletic teams (soccer, field hockey, boys and girls basketball, baseball and softball) represented our school and the town in an admirable fashion during the year. Our 5th and 7th graders were involved and supported a highly successfully D.A.R.E. program in conjunction with the Police Department which, along with our Peer Leadership group, was recognized throughout Cape Cod. Our students participated in the Southeast Music Festival at Mansfield High School as well as the All Cape Band Workshop at the Mattacheese Middle School, the All Cape Choral Workshop at the Mattacheese Middle School and the Middle School Jazz Competition at Easton Junior High School. Our Marching Band, involving students from grades 6, 7 and 8, performed in three parades during the year - Falmouth, Barnstable and Mashpee. One of the major highlights of the year was the 5th grade performing the play "Columbus - The Vision and The Voyage." The entire 5th grade, over 100 students, was involved. The Music Honor Award Recipient for the year was Devon Lyons. Joseph Geary was the Champion of the Annual Grade 5/6 Spelling Bee and Michelle Ardito bested nine other orators to win the Oratorical Contest. Devon Lyons and Vincent Fantasia were named recipients of the Frederick H. Pocknett Sportsmanship Award for Athletics and our Citizenship Award winner was Sara Courtemanche. Our Memorial Award winners for the year were: Michael O'Brien for the Joseph E. Malone Award, Devon Lyons for the Leigh-Ann Horne Award and Jamil Gonzalez for the Lee Greer Award. Additionally, 18 students were recognized for Perfect Attendance.

In the area of Special Education, a total of 222 students from ages three through twenty-one are currently being serviced within our system. Special Education programs range from monitoring of a student's progress to more substantially separate programs for the more substantially disabled child. This year, Mashpee has increased the mainstreaming of students with special needs and many students now receive services in the regular classroom.

The Cape Cod Collaborative for Special Needs continues to serve the Mashpee Public Schools with a current caseload of three Mashpee students. In addition, Mashpee continues to collaborate with surrounding public school districts, human service agencies and with Cape Child Development, Inc., in providing appropriate

programming for Mashpee students. The Director of Special Education also works in cooperation with Falmouth High School and Cape Cod Tech personnel in providing programming for high school-aged youngsters with Special Education Needs.

One hundred forty nine kindergarten children were screened this year resulting in 21 referrals for further evaluation. A total of 196 student's educational plans were reviewed and updated including full evaluations. A total of 22 students moved into the district with educational plans which were implemented. Frequently, these students required further evaluations and meetings. Additionally, 25 preschoolers were evaluated after screening and 101 students were referred by teachers and parents through the Educational Service Team (EST).

Inservice has been provided to staff and parents on the issues of integration, special education processes and procedures, and screening. The Mashpee Public Schools was the recipient of additional state funds for staff development and training. Project Educate provided for on-site program development and evaluation, as well as summer training for teachers on the issues of mainstreaming. Additional funding through the State Department of Education, for inservice to teachers on the issues of mainstreaming and referral was approved in the amount of \$4,500.

The Mashpee Special Education Parent Advisory Council (SEPAC) revised and updated the Mashpee Public Schools Special Education Parent Handbook. It is available to all parents through the Special Education Office and the Guidance Department at each school building. The Co-Chairman of the Early Childhood Advisory Council has been involved in the development of programs for young children. A grant for \$22,500 was awarded Mashpee. Project C.R.E.A.T.E. is funded by Chapter 188 in the Mashpee community for the fifth year and provides for an integrated preschool, lending early childhood library, outreach program for young children, playgroups and screening. It assists the public schools in reaching youngsters at an early age and providing services prior to school entrance. Over 150 Mashpee families of young children participated through Project C.R.E.A.T.E. this year.

Federal Special Education grants awarded the Mashpee Public Schools totalled \$86,125. Additionally, funds totalling \$13,650 were received to supplement early childhood special needs programs.

Regardless of the levels of technological advancement in education, reading remains at the core of a child's repertoire of knowledge. The Town of Mashpee has always supported the importance of reading with great enthusiasm coupled with financial commitment.

During 1992, this commitment was reaffirmed in the form of a school-wide adoption of a new reading curriculum.

The new curriculum and supporting texts were adopted as a result of an enormous teacher and community effort to research the best methods and materials for reading instruction in order to bring the Mashpee school children into the next century with a stronghold on success.

Reading is at the core of all other academic pursuits. It is only through the continued community support of our school system that will keep our reading program at the level of high quality that currently exists.

In conclusion, the school system remains one of the fastest growing school districts in the Commonwealth. Although our budget increased \$300,000 this year, additional students and operating costs has made it very difficult to maintain services.

On behalf of all staff members, I wish to thank the citizens of Mashpee for their support.

Respectfully submitted,

Dr. Lincoln A. DeMoura  
Superintendent of Schools

<u>Student Enrollments</u>	
<u>Mashpee Schools</u>	<u>Falmouth High School</u>
<u>Preschool - Grade 8</u>	<u>Grades 9-12</u>
October 1, 1984 - 505	October 1, 1984 - 178
October 1, 1985 - 564	October 1, 1985 - 197
October 1, 1986 - 654	October 1, 1986 - 180
October 1, 1987 - 712	October 1, 1987 - 199
October 1, 1988 - 831	October 1, 1988 - 181
October 1, 1989 - 959	October 1, 1989 - 191
October 1, 1990 - 1032	October 1, 1990 - 241
October 1, 1991 - 1137	October 1, 1991 - 274
October 1, 1992 - 1216	October 1, 1992 - 266

<u>Cape Cod Regional Vocational Enrollments 9-12</u>	
October 1, 1984 - 48	
October 1, 1985 - 40	
October 1, 1986 - 43	
October 1, 1987 - 45	
October 1, 1988 - 45	
October 1, 1989 - 47	
October 1, 1990 - 31	
October 1, 1991 - 44	
October 1, 1992 - 49	

#### OCTOBER 1, 1992 ENROLLMENTS

<u>Kenneth C. Coombs School</u>	
Pre-first - 15	
Grade 1 - 170	
Grade 2 - 150	
Grade 3 - 140	
Grade 4 - 126	
Ungraded - 0	
Total - 601	

<u>Falmouth High School</u>	
Grade 9 - 69	
Grade 10 - 67	
Grade 11 - 67	
Grade 12 - 59	
Ungraded - 4	
Total - 266	

Mashpee Middle School

Preschool	- 17
Kindergarten	- 149
Grade 5	- 124
Grade 6	- 117
Grade 7	- 105
Grade 8	- 103
Ungraded	- 0
Total	- 615

Cape Cod Reg. Technical High School

Grade 9	- 23
Grade 10	- 12
Grade 11	- 7
Grade 12	- 7
Total	- 49

Special Needs Programs (Tuitioned)

Cape Cod Collaborative	- 4
Out-of-District	- 4
Total	- 8

## KENNETH C. COOMBS SCHOOL AND MASHPEE MIDDLE SCHOOL

## SCHOLARSHIP AWARDS

June 1992

<u>Grade</u>	<u>Recipient</u>	<u>Teacher</u>
1	Michael Loyko	Miss Gallagher
2	Alexandra Crabtree	Mrs. Gallo
3	Robin Agricola	Miss Alberico
4	John Patrick Riley	Mrs. Conery
5	Dawn M. Brown (Repeat)	Mrs. Feeley
6	Michelle M. Ardito	Mrs. Hughes
7	Catherine A. West	Mrs. Sweeney
8	Nitana C. Hicks (Repeat)	Mrs. Doyle

## KENNETH C. COOMBS SCHOOL AND MASHPEE MIDDLE SCHOOL

## GOOD MANNERS AWARD

June 1992

	<u>1st Prize</u> <u>\$10.00</u>	<u>2nd Prize</u> <u>\$5.00</u>
(Miss Robello)	Lincoln Green	Peter Bingham, Jr.
Grade 1 (Miss Buckley)	Derek Sabatini	Chris Gorczyca Ashley Stone
Grade 1 (Mrs. DeConto)	Erica Beale	Kelsey Berry
Grade 1 (Mrs. Dunne)	Paige Hogan	Michael Schott
Grade 1 (Mrs. Fronius)	Erin Langill	Shaun Meunier
Grade 1 (Mrs. Gallagher)	Isabeau Miller	Peter Michaelson
Grade 1 (Miss Mastria)	Monique Cayer	Derek Croteau
Grade 1 (Mrs. Rollins)	Jesse Paxton	Joseph Pennini
Grade 2 (Mrs. Berube)	Dana Young	Garth FitzPatrick
Grade 2 (Mrs. Gallo)	Kirk Campbell	Christopher Davis
Grade 2 (Mrs. Kashar)	Marylynn O'Connor	Latoya Green
Grade 2 (Mrs. Lanphear)	Rebecca Watt	Michael Lyons
Grade 2 (Mrs. Ryder)	Peter Gangemi	Patrick O'Brien

## GOOD MANNERS AWARDS

June 1992

(continued)

	1st Prize \$10.00	2nd Prize \$5.00
Grade 2 (Mrs. Shackett)	Chad Vest	Marisa Sarnacki
Grade 3 (Miss Alberico)	Katie Duchemin	Samuel Mauro
Grade 3 (Miss Cole)	Geoffrey Bartos	Karena Booth
Grade 3 (Miss Cotti)	Kevin McNeil	Stephanie Hall
Grade 3 (Mrs. Ferrick)	P. Michael McLaughlin	Rachel Kuusela
Grade 3 (Mrs. Frank)	Kaylyn Thomas	Albert Guess Terri Hakala
Grade 3 (Mrs. Nelson)	Ashley Stewart	Matthew O'Brien
Grade 4 (Mrs. Clark)	Ryan Grady	April Bartlett
Grade 4 (Mrs. Conery)	Mishanagqus Mills	Kayla Brock Nick Brum
Grade 4 (Mrs. Davis)	David Rivera	Bryan Gangemi
Grade 4 (Mrs. Donahue)	Kelly Dolan	Erin Monahan
Grade 4 (Mr. Donovan)	Amanda Tebo	Ian Watt
Miss Buchanan	Jay Jones	
Grade 5 (Mr. Cannizzaro)	Jonathan Wilson	Megan Smith
Grade 5 (Mrs. Craft)	Karen Fernandes	Erin McDonald
Grade 5 (Mrs. Doyle)	Carrie Stelk	Christine Langill
Grade 5 (Mrs. Kooker)	Jessica April	Talia Mills
Grade 5 (Mrs. Newman)	Lisa Regan	T. J. O'Brien
Grade 6 (Mrs. Devine)	Christine Beale	Joseph Geary
Grade 6 (Mrs. Durham)	Todd Cardeiro	Catherine Duffy
Grade 6 (Mr. Forde)	Lei-Lani DeCastro	Kristine Whitehead
Grade 6 (Mr. Hyde)	Brianna Fitzpatrick	Nerissa Andrews
Grade 6 (Mrs. Sweeney)	Breda McKay	Cathy West
Grade 7 (Ms. Andre)	Erica Harris	Tariesa Lemmon
Grade 7 (Mrs. Hughes)	Jeff Miller	Nicole Fox
Grade 7 (Mrs. Marrese)	Kaitlin Willis	Samantha Wilson
Grade 7 (Mr. O'Rourke)	Krisanne Duchemin	Rebecca Deusser
Grade 8 (Mrs. Feeley)	Betsy Coon	Rebecca Crowe
Grade 8 (Mr. Fitzgerald)	Corey Andersen	Kyle Maikath
Grade 8 (Mr. Horne)	Selena Monteiro	Tristan Rich
Grade 8 (Mr. LaBranche)	Tiffany Mendes	Devon Lyons

# SCHOOL ORGANIZATION

## School Committee

David Consalvi, Chair.....1993  
 Carole Dunivan, Vice Chair.....1994  
 Maryanne Gibbs, Secretary.....1994  
 Elizabeth R. Petti, Ed. D., .....1995  
 Janice Mills.....1993

## Superintendent of Schools

Lincoln A. DeMoura, B.S., M. Ed., C.A.G.S., Ed. D.  
 Bridgewater State College  
 Boston University  
 University of Massachusetts  
 Office Telephone: 539-1500  
 Office Mailing Address:  
 16 Great Neck Road North  
 Mashpee, MA 02649

## Secretary to the Superintendent

Marjorie R. O'Brien

## Bookkeeper Extraordinaire

Gail P. Scorgie

## Secretary/Bookkeeper (part time)

Katherine A. Rich

## Principals

Charles P. Liberty, B.A., M. Ed.  
 University of New Hampshire  
 Boston State College  
 Office Telephone: 539-1550  
 Office Mailing Address:  
 150 Old Barnstable Road  
 Mashpee, MA 02649

Nick Feldman, B.A., M.S.  
 New York University  
 Fordham University  
 Office Telephone: 539-1520  
 Office Mailing Address:  
 152 Old Barnstable Road  
 Mashpee, MA 02649

## Guidance Counselors

Janet K. Kraskouskas, B.A., M.A., C.A.G.S.  
 The College of New Rochelle  
 Assumption College  
 Anna Maria College

Lois G. Hirshberg, B.A., M.Ed., M.A.  
 New York University  
 Northeastern University  
 Lesley College

## School Psychologist

Edmund W. Furtek, B.A., M.Ed., C.A.G.S.  
 St. Michael's College  
 Westfield State  
 American International College

## Adjustment Counselor

Gail M. Anderson, A.B., M.S.W.  
 Brandeis University  
 University of Pennsylvania

## School Secretaries

Jane M. Morrissey, Mashpee Middle School  
 Shirley A. Larsen

Lorraine M. Drowne, Kenneth C. Coombs School  
 Barbara J. Bowman

## Guidance Secretaries

Donnella Pocknett, Mashpee Middle School  
 Lauren J. Keene, Kenneth C. Coombs School

## Special Education Secretary

Carol A. Lopez

## School Physician

Dr. Hope Brooks

## School Nurse

M. Ruth Monaghan, R. N.

Director of Special Education  
 Grace C. Day, B.A., M.A., C.A.G.S.  
 Montclair College  
 Northeastern University

## Director of Reading & Language Arts

Patricia L. Parolski, B.S., M.A.  
 Framingham State College  
 Boston State College

## Library/Media Specialists

Therese M. Furfey, B.A., M. Ed.  
 Boston State College  
 Bridgewater State College

Diane Kingsley, B.A. Ed., M.A.  
 Beaver College  
 Univ. of Wisconsin

Amy A. Cross, B.S.  
 University of Maine

Preschool

## Teachers

David B. Gould, B.S., M. Ed. Kindergarten  
 Skidmore College  
 Wheelock College

Christine A. Igo, B.A. Kindergarten  
 Stonehill College

Kathleen J. Smola, B.S., M. Ed. Kindergarten  
 Fitchburg State College  
 Wheelock College

Judy A. Stearns, B.S., M. Ed. Kindergarten  
 Westfield State College  
 Bridgewater State College

Christine Robello, B.S., M. Ed. Pre-1  
 Worcester State College  
 Bridgewater State College

Susan E. Carey, B.S. Grade 1  
 Plymouth State College

Patricia L. DeConto, B.A., M. Ed. Grade 1  
 University of Massachusetts  
 Lesley College

Ann M. Dunne, B.S. Grade 1  
 Keene State

Denise C. Fronius, B.S. Grade 1  
 Bridgewater State College

Kathleen E. Gallagher, B.S. Grade 1  
 Bridgewater State College

Susan M. Heisel, B.A., M. Ed. Grade 1  
 Stonehill College  
 Wheelock College

Priscilla K. Rollins, B.A. Grade 1  
 Brown University

Karen P. Berube, B.S. Grade 2  
 Bridgewater State College

Martha C. Gallo, B.S. Grade 2  
 Indiana University

Barbara A. Kashar, B.S., M.Ed. Grade 2  
 Northeastern University  
 Bridgewater State

Claire L. Lanphear, B.S. Grade 2  
 Keene State College

Nancy M. Linowski, B.A. Grade 2  
 University of Massachusetts

Mary L. Ryder, B.S. Grade 2  
 Barry University



Teachers (continued)

Anne M. Shackett, B.A. University of Rhode Island	Grade 2
Sandra J. Alberico, B.S., M. Ed. Framingham State College	Grade 3
Laura E. Cole, B.S., M. Ed. Bridgewater State College Boston College	Grade 3
Lorraine M. Cotti, B.S., M. Ed. Bridgewater State College Boston University	Grade 3
Marie Ann Frank, B.S. Fitchburg State College	Grade 3
Vincenza P. Sambito-Nelson, B.S. Worcester State	Grade 3
Lisa A. Trebby, B.A. Bridgewater State College	Grade 3
Lynda W. Clark, B.S. Gorham State Teachers College	Grade 4
Judith E. Conery, B.S. Ed. Bridgewater State	Grade 4
Ellen M. Davis, B.S. Plymouth State College	Grade 4
Betty M. Donahue, B.S., M. Ed. Boston University	Grade 4
Dennis M. Donovan, B.A., M. Ed. Stonehill College Bridgewater State College	Grade 4
Marco J. Cannizzaro, B.S. U.S. Merchant Marine Academy	Grade 5
Louise R. Doyle, B.A., M.A. Regina Coeli Fairfield University	Grade 5
Demaris A. Kooker, B.A., M. Ed. Drew University Salem State	Grade 5
Mary Ann Newman, B.A. Stonehill College	Grade 5
Marianne G. Devine, B.A. Newton College of the Sacred Heart	Grade 6
Mary K. Durham, B.S. Framingham State College	Grade 6
Michael J. Forde, B.S. Ed., M. Ed. Boston State	Grade 6
Brian A. Hyde, B.A. University of Massachusetts	Grade 6
Helen J. Sweeney, B.S. Framingham State College	Grade 6
<u>English as a Second Language</u> Caryl Coffey, B.A., M.A. Western Washington University U. Mass./Boston	
<u>Health Education</u> Janet S. Sullivan Springfield College	Grades 4-8
<u>Language Arts</u> Maria Marrese, B.A. Boston State College	Language Arts
<u>Science Specialist</u> Robert O. Bailey, B.S., M. Ed. Southeastern Mass. University Bridgewater State College	Grades K-4

Teachers (continued)

<u>Social Studies</u> Marlene T. Andre, B.A., M. Ed. University of Massachusetts	Social Studies
<u>Science</u> Suzanne M. Craft, B.A. University of Rhode Island	
Tess J. Hughes, M. Ed. Lesley College	
Robert A. LaBranche, B.S., M.S. Springfield College	
<u>Mathematics</u> Edmund C. O'Rourke, B.S., M.A.T., M. Ed. Providence College Bridgewater State College	
Melanie Phillips, B.A. Regis College	
<u>Foreign Language/French</u> Mae R. Cushing, A.B. Stonehill College	
<u>Language Arts</u> David L. Fitzgerald, B.A., M.A. Marietta College University of Massachusetts	
<u>Reading</u> Sandra W. Feeley, B.A., M. Ed. Stonehill College Bridgewater State College	
Kathleen S. Hansen, B.S. Framingham State	
<u>Social Studies</u> Michael S. Horne, B.A., M.A. St. Francis College Bridgewater State College	
<u>Related Arts</u> Kimberly A. Palmer, B.A. Hartwick College	Art
Carol G. Dottridge, B.S. Ed. Framingham State Fitchburg State	Computers
Katie J. Ford, B.A. Clark University	Computers
Gail A. Hill, B.F.A. Mass. College of Art	
Michael J. Persico, B.M. Ed. Berklee College of Music	Instrumental Music
Margaret E. Mitchell-Williamson, B.S., M.Ed. Westfield State College Bridgewater State College	Physical Education
David A. Velesig, B.S. University of Louisville	Physical Education
Janice M. Murphy, B.M. Ed. University of Massachusetts	Vocal Music
Victoria L. Vieira, B.M. Ed., M.M. New England Conservatory of Music	Vocal Music
<u>Special Education</u> Ellen Bankston, B.A. Boston College Boston University	
Jean M. Buchanan, B.S., M. Ed. Rhode Island College Boston University	

Teachers (continued)

Diane C. Freitas, B.S., M. Ed.  
Bridgewater State College  
Wheelock College

Barbara E. Hatch, B.A.  
University of Mass.

Diane C. Hembree, B.S., M. Ed.  
Kent State University  
Wheelock College

Elizabeth Johnson, B.S.  
Lesley College

Patricia Kenny, M.A.  
S.U.N.Y.

Linda L. Kervin, B.A., M.A.  
University of Michigan  
Michigan State University

David P. Konigsburg, B.S., M. Ed.  
Keene State College  
Bridgewater State College

Robert J. Miceli, B.S., M. Ed.  
Framingham State College

Sheryl C. Obuchon, B.S.  
Bridgewater State College

Janice A. Page, B.A., M.A.  
Concordia Teachers College  
St. Joseph's College

Betsy F. Perpall, A.B., M. Ed.  
University of Georgia  
Bridgewater State College

Alice L. Shadan  
S.M.U.  
Bridgewater State College

Mary B. Russell, B.S., M.A.  
University Southern Connecticut  
Gallaudet

Adaptive Physical Education  
Kristen A. Daly, B.S., M. Ed.  
Bridgewater State

Speech Therapist  
Maryann Raymond, B.A., M.S.  
University of Connecticut  
Penn. State University

Audio Visual Technician  
Michael J. Pietrowski  
Cape Cod Regional Technical High School

Health Aide  
Dorothy Lucas

Teacher Aides  
Patricia M. Casey  
Louise Cummings  
Joanne Davis  
Carole S. Dorsky  
Mary M. Duddy  
Alexa M. Fox  
Dorothy E. Harper  
Jayne E. Hendricks  
Cecily G. Martircs  
B. Carol McHugh  
Sheila Ross  
Louise T. Sanford  
Bonnie Silva

Volunteer Coordinator  
Maureen C. Colescott

Head Custodian  
Richard I. Purrier

Custodians  
David A. Andrews  
Richard P. Brien  
Dale A. Bryant  
George F. DeMello  
Peter N. Glazebrook  
Melvin R. Harper  
Marcelino Linares, Jr.  
John S. Silvia  
Dorothea L. Stebbins

Van Drivers  
Phyllis G. Lauze  
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**Report of the  
Mashpee Public Schools**

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**ART  
Program Profile****PURPOSE**

Art is essential - it enhances creativity - and, after all, creativity is characteristic of all learning. Art is for all - with or without learning disabilities, physical handicaps, language barriers, emotional problems, and gifted or talented students find their place in an art program. Art at all levels of learning reinforces other areas of the school curriculum. It is a support of basic skill. Art can easily adapt itself to correlate with language arts, social studies, music and other specific areas of the curriculum.

Art provides an opportunity for freedom of thought, feeling, experience and expression. The program's aim is to develop visual and aesthetic perception, to instill pride, personal identity and style.

**TEACHING STAFF****Elementary**

1

**Middle**

1.2

**GENERAL ASSESSMENT OF THE  
QUALITY OF THE PROGRAM****Elementary**

Each child has different interests and varying abilities. The elementary art program is designed to allow children to express themselves and develop at their own rate. Projects are chosen that involve the use of muscles, activities that develop coordination and lessons that aid development of vision and eye-hand coordination. A variety of materials should be used to allow children to investigate and learn their nature and possibilities or limitations. Opportunities are presented to solve problems and to use materials to solve problems. The art program fosters the development of sharing characteristics and consideration of others by involving them in group projects. Art concepts are introduced at one grade level (black box), and reinforced and expanded upon in subsequent grade levels (striped box).

**Middle**

The program for the middle grades is planned to keep the child confident in his ability to make and maintain an interest in creative activities and to encourage confidence in the child's ability. To support the child's social and emotional growth, school art activities are planned and group interaction is encouraged.

In summary, we hope that through the art curriculum of the Mashpee Public Schools our students will become aware of the world around them, will develop criteria and decision-making skills, and will learn to appreciate the art works of historical as well as a contemporary point of view.

**LONG RANGE NEEDS**

To develop programs that will allow for more cultural activities - such as field trips.

To acquire materials, equipment and staff necessary to implement the above.

**COMPUTER  
Program Profile****PURPOSE**

The child of today lives in a world of computers and advanced technology. The future holds even greater promise of dominance in this area. Therefore, the world of education must assume more familiarity and proficiency with the computer and companion technologies. Schools and teachers must employ these technologies as tools of learning and as an ever greater force in communication and self-expression.

**TEACHING STAFF****Elementary**

1 Computer Specialist

**Middle**

1 Computer Specialist

**GENERAL ASSESSMENT OF THE  
QUALITY OF THE PROGRAM****Elementary**

Computer literacy - a familiarity with the use and value that computers, software and related technologies can bring to our everyday lives - is not taught as a subject by itself. It is developed at the elementary level as a by-product of teaching something else. Children must become comfortable with the operation of a computer while applying it to their own educational experience. The computer specialist provides the opportunity for such experiences.

**Middle**

Computer education at the middle school level has a two-fold approach. The first thrust is word processing. The second thrust uses the computer as a tool to teach academic subjects. The computer offers the students another way of learning what is taught in the classroom.

All teachers on the 5-8 level are urged to encourage computer use through computer awareness and computer-aided instruction (CAI) activities. The computer specialist also provides for these activities on a regular basis.

## **LONG RANGE NEEDS**

1. To increase the science software library.
2. To enable all students in grades 5-8 to be proficient with word processing.
3. To integrate computers into the language arts curriculum by completing two bi-quarterly projects in grades 5-8.
4. Critical thinking.

## **FOREIGN LANGUAGES Program Profile**

### **PURPOSE**

The Foreign Language Program, grades 6, 7 and 8, consists presently of Spanish and French and has a three-fold purpose:

1. To enable students to communicate orally and in writing in the target language.
2. To establish the students' skills in listening, speaking, reading and writing in a second language in order that each may pursue the study of a foreign language at the high school level.
3. To enable students to develop a better insight into their own English language and culture through the understanding and appreciation of a foreign language and culture.

### **TEACHING STAFF**

#### **Middle School**

1.88 (.88 French, 1 Spanish)

### **GENERAL ASSESSMENT OF THE QUALITY OF THE PROGRAM**

1. The Foreign Language Program is a selective program which is currently offered to academically-qualified 7th and 8th grade students. This is a two-year, middle school course which is designed to offer the equivalent of one year of study of the foreign language at the high school level.

2. There are students who are assigned to enrichment courses in Spanish and French which are an introduction and preparation for their high school foreign language study.

## **LONG RANGE NEEDS**

1. Development of full-time, comprehensive foreign language programs in French and Spanish where all students are allowed to opt for a foreign language or an additional English reading course to enable the students' success at the Middle School level.
2. Acquisition of primary and ancillary teaching materials to enhance classroom instruction.

## **GUIDANCE AND COUNSELING Program Profile**

### **PURPOSE**

The guidance and counseling program is committed to helping students explore their potential, to increase their awareness of educational and occupational opportunities, and to develop sound decision-making skills.

In its design and operation, the guidance and counseling program exists to improve the learning environment by coordinating efforts of students, staff, parents, community and others who service students.

### **OBJECTIVES**

The guidance and counseling program will:

1. Help students develop the ability to make sound decisions in personal, social, vocational and educational matters.
2. Assist parents in understanding and developing the skills necessary to help their children reach their potential.
3. Encourage students to value themselves and to seek assistance when obstacles hinder their progress.
4. Help students, parents, teachers and administrators to deal with problems that may impair a student's ability to take advantage of the school's educational opportunities.

### **COUNSELING STAFF**

Elementary

Middle

1

1

## **GENERAL ASSESSMENT OF THE QUALITY OF THE PROGRAM**

Guidance and Counseling services should be the shared responsibility of not only professionally certified counselors but also parents, administrators, teachers, other school personnel, community resource persons, and - where appropriate - other students. Guidance and counseling staff should be accountable to administrators for coordinating and directing such services within the school and with the student's family. At the present time, two counselors are unable to meet the needs of regular students, special needs students and provide the necessary linkage to Falmouth High School and Cape Cod Tech.

### **LONG RANGE NEEDS**

1. Hire an additional adjustment counselor in order to more adequately address our population.

### **HOME ECONOMICS TEMPORARILY DISCONTINUED DUE TO LACK OF FUNDING**

### **INDUSTRIAL ARTS TEMPORARILY DISCONTINUED DUE TO LACK OF FUNDING**

### **LANGUAGE ARTS/ENGLISH K-8 Program Profile**

#### **PURPOSE**

To become the world citizen of tomorrow, the student of today must be able to effectively communicate. The areas of communication - speaking, reading and writing, as well as non-verbal communication, must be taught with emphasis on coherence, cogency and fluency in the expression and communication of ideas through oral and written composition.

It is also the intent of the Language Arts/English Program to demonstrate to the students the importance of the reading-writing connection as well as to present a thorough exposure to the world of literature in terms of both literary appreciation and literacy production.

#### **TEACHING STAFF**

**Elementary**

All

**Middle**

Teachers - 5

## **GENERAL ASSESSMENT OF THE QUALITY OF THE PROGRAM**

### **Elementary**

1. Consistent use of methods and materials in grades K-8.
2. Participation in internal and external evaluations.
3. Participation in statewide Basic Skills testing in writing (Grades 3 and 6), statewide assessment testing in grades 4 and 8.

### **LONG RANGE NEEDS**

#### **Elementary**

1. To expand and revise curriculum as necessary, especially in the areas of writing, speaking, listening and spelling.
2. Continue emphasis on composition instruction by committing funding to staff development and instructional materials in this area.
3. Provide opportunities for the use of word processors in the development of composition skills.
4. Seek alternative instructional procedures to remediate underachieving students in the area of writing.
5. Greater financial and physical space commitment to the establishment and maintaining of libraries.
6. External monitoring of pupil achievement at both elementary and middle school level other than the basic skills test.

### **MATHEMATICS Program Profile**

#### **PURPOSE**

Our mathematics curriculum is tailored to accommodate student needs, abilities and interests. In particular, we are interested in developmental strategies that will prepare students better for the technological era that we are in. It is also the intention to foster a positive attitude that will carry the student to more and higher mathematics instruction in the future.

Our dedication to continuous student development dictates the optimal utilization of methodology and materials for maximum skill and concept acquisition.

We must realize that the development of mathematics skills is sequential and should take place based on a student's ability to understand certain concepts at some point in his or her progression which may not always match with expected objectives of a particular grade level. Allowances for such individual differences is necessary to insure optimum success of the entire population.

## TEACHING STAFF

### Elementary

All

### Middle

6

## GENERAL ASSESSMENT OF THE QUALITY OF THE PROGRAM

1. The mathematics program utilizes a curriculum that contains a scope and sequence which introduces, teaches and reinforces skills for all students regardless of their achievement levels.
2. Learning experiences should develop from the concrete to the abstract with memorization having a lesser role of importance.
3. The teaching of math literacy and the ability to communicate mathematically is something that occurs at every level.

## SPECIFIC OBJECTIVES

1. To introduce, teach and reinforce addition, subtraction, multiplication and division facts, first and foremost for understanding. Some useful memorization of these facts is also emphasized.
2. To work on skills in measurement, estimation, statistics, probability, geometry and their relationship with the real world.
3. To place increased emphasis on problem solving skills especially in cooperative learning settings.
4. To provide expanded topics to those students who have demonstrated an ability to deal with advanced mathematics.
5. To allow students to explore, and not to feel threatened by the exactness of answers.

## LONG RANGE NEEDS

1. To work on implementing the NCTM standards for the 1990's as much as possible within the curriculum.
2. To choose an appropriate text in both elementary and middle grades that will facilitate the curriculum.
3. To integrate computer- and calculator-assisted instruction to keep pace with the technological advances of the 1990's.

## MUSIC Program Profile

## PURPOSE

To provide the students of Mashpee a music background allowing them to understand and appreciate the world of music as it exists around them. In order to accomplish this task, we must make available a curriculum complete in the areas of performance, theory and appreciation. It is hoped that, through their participation in the various ensembles in place we can improve their skills as musicians as well as establish values and standards they will utilize through their lives.

## TEACHING STAFF

### Elementary

.66

### Middle

2

## GENERAL ASSESSMENT OF THE QUALITY OF THE PROGRAM

### Elementary

The thrust of the elementary program is the teaching of fundamental music theory and vocal development. The primary methods used are singing, listening and the playing of basic instruments.

### Middle

The general music program at the middle school level is designed for music appreciation. Content is varied at each level. Various vocal and instrumental ensembles perform at different occasions throughout the year.

## LONG RANGE NEEDS

1. To effectively implement our revised curriculum.
2. To maintain the quality of our music program as our school system grows.

## PHYSICAL EDUCATION Program Profile

### PURPOSE

To provide all students with a wide and varied range of activities in the areas of individual and team sports and games, rhythms, and dance, gymnastics, locomotor and non-locomotor skills, body and space awareness, and basic skills and concepts.

To encourage active participation in all areas of the program thereby developing within each student a positive attitude toward physical education.

To develop a positive mental attitude in the areas of: students working together on teams and the responsibilities to follow teammates, activities and leadership vs. fellowship during losing as well as winning games.

### OBJECTIVES

1. To develop body parts and special awareness through creative and purposeful movement experiences.
2. To develop useful concepts and individual basic skills in the areas of balance, coordination, flexibility, strength and purposeful body movements to one's maximum potential.
3. To develop cooperation as an important part of partner or team successes and its relationship to every day living.
4. To promote challenging diversified and strenuous activities thereby promoting cardiac vascular fitness and its importance for one's individual health and mental well being.
5. Learn to move skillfully, creatively and effectively through exercise, games, sports and dance.
6. Develop and condition the heart, lungs, muscles and other organic systems of the body to meet daily needs.
7. Acquire an appreciation of personal well-being, a positive self-image and physical fitness.
8. Develop an interest and a desire to participate in lifetime physical activities.

### TEACHING STAFF

Elementary

1

Middle

1

## GENERAL ASSESSMENT OF THE QUALITY OF THE PROGRAM

1. Creativity is experience through use of small equipment and exploratory movement activities and during rhythm and dance.
2. Team spirit (soccer, volleyball, etc.) encourage cooperation and basic individual skills as important tools to game play.
3. Kinesthetic awareness is achieved through gymnastics, movement lessons, exploring space levels, force, and direction, and dance.
4. Movement education is provided through dance, gymnastics, lifetime activities, and team sports.
5. The concept of space, time and force is explored through fitness, jogging, and lifetime activities.
6. Physical fitness is a primary objective of the physical education program.
7. Lifetime physical activities such as tennis, golf, archery, badminton, and fitness and jogging are offered.

### LONG RANGE NEEDS

1. To increase staff so that state requirements on class frequency and amount of class time are met.
2. To try to improve some of the school facilities, indoor and out.
3. To begin to develop intramurals for those students showing an advance skill level and a strong desire for additional physical activity.
4. To develop a positive mental attitude in areas of team sports as well as individual skills, the concept of teammates working together toward a common goal; sportsmanship, leadership, fellowship; both in winning and losing situations.

## READING K-8 Program Profile

### PURPOSE

A famous national report on reading, *\*Becoming A Nation of Readers*, indicates that the more elements of good parenting, good teaching and good schooling that a

*\*Becoming A Nation of Readers, Robert Glaser*

child experiences the greater the likelihood that the child will achieve his/her potential as a reader. The intent of the Mashpee reading program is to epitomize the latter two elements in order to produce a student who is not only capable of reading but has a love for the activity.

Through the use of a systematic approach to instruction as well as total immersion into the world of literature, the students in K-8 develop as skilled readers. This instruction is provided by using a variety of materials with students in order to maximize attention on group as well as individual needs.

#### TEACHING STAFF

Elementary	Middle	Chapter I
All	5	2

#### GENERAL ASSESSMENT OF THE QUALITY OF THE PROGRAM

##### Elementary and Middle

1. Consistent use of instructional materials and methods of instruction in grades K-8.
2. Reading treated as a "lifestyle", not merely an academic subject.
3. Instruction provided with the "individual needs" of each student in mind.
4. In grades 1-4, a tri-basal text approach is utilized to match students' learning style to basal text.
5. Internal and external measures used to monitor student achievement.
6. Specialized personnel (Chapter I) to provide additional instruction to students in need.
7. Implement writing curriculum.

##### LONG RANGE NEEDS

1. Investigate use of "Whole Language" approach to reading in grades K, 1 and 2.
2. Review curriculum as well as instructional organization.
3. Encourage reading incentive program in grades K-4 as well as grades 5-8.
4. Present reading in the middle grades in a heterogeneous setting.

## SCHOOL LIBRARY MEDIA CENTER Program Profile

### PURPOSE AND GOALS

The purpose of the library media program is to encourage lifelong reading and to meet the information needs of students, faculty and administrators. The library media program provides curriculum support services for all faculty members and encourages students to continue learning throughout their lives by providing them with the necessary strategies and skills to do so.

### OBJECTIVES

1. To provide intellectual and physical access to ideas and information.
2. To provide resources and activities that contribute to lifelong learning and which represent a diversity of experiences, opinions, social and cultural perspectives.
3. To promote literacy and the enjoyment of reading, viewing, and listening for young people at all ages and stages of development.

### LIBRARY PERSONNEL

1. All students, teachers, and administrators in each school building at all grade levels should have access to a library media program provided by one or more certified library media specialists working full-time in the school library media center.
2. Both professional personnel and support staff are necessary for all library media programs at all grade levels.

#### Present Staff

Elementary	Middle
1 certified professional media specialist	1 certified professional media specialist

#### GENERAL ASSESSMENT OF THE QUALITY OF THE PROGRAM

The elementary library media program begins with the child's introduction to the library. Lifelong reading habits and a love of literature are stimulated throughout the elementary and middle school years. Students at the elementary level explore the organization of information and gain experience in using it to solve problems. At the middle school the library media program is integrated



into the school's curriculum and is designed to support the educational goals of the school system by providing access to information and ideas for the entire school community. The library media programs offer both traditional resources and new technologies as teaching and learning tools.

The programs are housed in school library media centers that provide adequate and appropriate space for all the resources and activities of the program.

## **LONG RANGE NEEDS**

To update and expand our library materials collection to meet the current ALA standards.

To explore the use of and eventually incorporate new technologies into the instructional program.

To provide adequate clerical staff at each library media center, to perform services which would free the professionals to work directly and closely with students and faculty in the schools.

## **SCIENCE Program Profile**

### **PURPOSE**

We need to become totally dedicated to developing scientifically literate students who possess the attitudes, and skills necessary to effectively utilize the processes of science and recognize its interrelationships with other disciplines. The skills of inquiry, productive thinking, questioning, decision making, problem solving and evaluation are to be emphasized. Respect for the materials and tools of science and safe, responsible methods of handling them are to be addressed.

Science instruction is to be provided to each student in a manner appropriate to his or her learning style, abilities, needs and interests. The skills, concepts and attitudes of science should be developed in such fashion as to be useful and transferable to each individual's efforts in life, regardless of vocation.

In summary, it is hoped that through the science curriculum of the Mashpee Public Schools, we can respond intelligently to objects and events of nature, control some aspects of their personal environment and destiny and show the foundation of a scientific competence necessary for wise stewardship of our planet.

### **TEACHING STAFF**

#### **Elementary**

1 Specialist

#### **Middle**

4

## **GENERAL ASSESSMENT OF THE QUALITY OF THE PROGRAM**

1. A major emphasis of our science program will be the experimental approach.
2. Hands-on activities will be the primary mode of instruction.
3. Individual modifications will be made at the middle school level to meet the needs of high achievers, the average student and the low achievers.
4. Variety of content materials in the science curriculum.
5. The inquiry approach is used whenever possible.

## **LONG RANGE NEEDS**

1. To effectively implement our K-8 curriculum in FY 92.
2. To develop evaluative instruments for the process skills components of the program.
3. To develop a community-based field experience program for grades K-3 and 7-8.

## **SOCIAL STUDIES Program Profile**

### **PURPOSE**

Social Studies are the study of political, economic, cultural and environmental aspects of societies in the past, present, and future. For elementary school children, as well as for all age groups, social studies have several purposes. Social studies equip them with the unknown and understanding of the past necessary for coping with the present and planning for the future, enable students to understand and participate effectively in their world, and explain their relationship to other people. Social studies can provide students with the skills for productive problem-solving and decision-making, as well as for assessing issues and making thoughtful value judgments. Above all, social studies help students to integrate these skills and understanding into a framework for responsible participation, whether in their play group, the school, the community, or the world.

Our social studies program emphasizes the view that a democratic society depends upon responsible citizens making rational decisions consistent with basic democratic values. Active experiences and participation in the democratic process are essential, as well as the knowledge of others in the world community.